



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

191 W. Oakland Street, Chandler, AZ 85225

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Not Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Jenni Brasington
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-12
Web Address : ww2.chandler.k12.az.us
Phone Number : (480) 812-7971
Fax Number : (480) 812-7990
E-mail : brasington.jenni@chandler.k12.az.us

Mission

Our site houses programs serving a variety of children and families. Pathways Learning Center's overall mission is to provide students with the knowledge, skills and attitudes necessary to be lifelong learners and responsible citizens.

School / Academic Goals

- ü The goal of our Kindergarten program is to provide a foundation for academic learning through hands-on experiences designed to foster children's intellectual, social, emotional and physical development.
- ü The goal of Hope 7-8, Quest 9 and Quest is to provide students an individualized, skill-based curriculum developed according to Arizona Standards, focusing on improving study skills, social development and student achievement.
- ü The goal of Preludes Preschool is to prepare children to enter kindergarten with the necessary pre-readiness skills, a healthy self-concept and a positive attitude toward school and learning.
- ü The goal of the Family Literacy program is to empower Chandler residents by providing comprehensive, intensive literacy/learning services to families as integrated units. This program addresses the educational needs of both adults and children.

Enrollment

October 1, 2005 School Year Student Enrollment : 244
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 209

Instructional Programs

- Ü Kindersteps Kindergarten
- Ü Kindergarten
- Ü Family Literacy Preschool
- Ü Preludes Preschool
- Ü Alternative Education (7-12th grade)

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	2 hours 45 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Pathways provides a safe environment for all students. Communication to parents occurs daily to quarterly depending on the program. Parents of all programs are encouraged to schedule informal meetings with teachers whenever needed.

Parents

Parents of students attending programs at Pathways are responsible for taking an active part in their children's education. Parents of students in Quest programs must agree to and sign a contract that specifies student and parent responsibilities.

Transportation Policy

CUSD provides transportation for Preludes Preschool and Hope 7-8 programs. All bus riders participate in the District's Safe Student Transportation program; parents and students sign a contract agreeing to expected student behavior.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Even Start Federal Grant for Family Literacy	2005
Ü Chandler Education Foundation Grants	2005

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	2447	78546	100	96	97	484	567	543	63	8	15	19	11	18	19	55	52	NA	26	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1218	38645	NC	97	98	NC	569	545	NC	7	13	NC	10	18	NC	57	54	NC	27	15
Male	11	1225	39792	100	95	97	484	565	542	64	9	17	18	13	17	18	54	50	NA	25	15
African American	NC	161	4205	NC	94	97	NC	541	524	NC	13	22	NC	19	22	NC	57	49	NC	11	7
Hispanic	NC	672	31177	NC	95	97	NC	536	524	NC	18	22	NC	19	23	NC	52	48	NC	11	7
Asian/Pacific Islander	--	130	1940	--	98	99	--	607	580	--	2	5	--	3	9	--	41	53	--	55	33
American Indian/Alaskan Native	--	36	4689	--	95	95	--	544	515	--	17	28	--	11	25	--	64	43	--	8	4
White	NC	1443	36450	NC	96	97	NC	581	563	NC	3	7	NC	7	12	NC	57	57	NC	33	23
Students with Disabilities	NC	240	8093	NC	77	82	NC	509	489	NC	32	50	NC	25	24	NC	38	23	NC	5	2
Students without Disabilities	11	2207	70453	85	99	100	494	573	549	45	5	11	27	10	17	27	57	56	NA	28	16
Limited English Proficient Students	--	172	9323	--	93	94	--	497	491	--	43	47	--	26	28	--	30	24	--	1	1
Migrant Students	--	11	674	--	100	95	--	536	515	--	NA	28	--	45	27	--	36	40	--	18	5
Economically Disadvantaged	NC	567	34694	NC	92	96	NC	532	524	NC	19	23	NC	20	23	NC	53	48	NC	8	7
Non-Economically Disadvantaged	13	1880	43852	100	97	99	486	577	559	62	4	10	15	9	13	23	56	56	NA	31	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	2467	79045	100	97	98	479	526	512	38	6	10	38	19	25	19	64	58	6	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1222	38860	NC	97	98	NC	533	519	NC	5	7	NC	17	22	NC	66	62	NC	12	8
Male	11	1241	40075	100	96	97	487	520	505	27	8	12	36	22	28	27	61	54	9	9	6
African American	NC	164	4250	NC	95	98	NC	508	500	NC	10	12	NC	26	31	NC	59	54	NC	4	3
Hispanic	NC	681	31314	NC	96	98	NC	496	493	NC	15	16	NC	35	34	NC	46	48	NC	4	2
Asian/Pacific Islander	--	131	1949	--	99	99	--	550	536	--	2	4	--	8	15	--	72	66	--	18	15
American Indian/Alaskan Native	--	34	4719	--	89	96	--	519	489	--	6	15	--	24	39	--	68	45	--	3	2
White	NC	1453	36730	NC	97	98	NC	540	532	NC	2	4	NC	12	16	NC	72	68	NC	14	12
Students with Disabilities	NC	258	8552	NC	83	87	NC	477	463	NC	26	35	NC	41	40	NC	30	23	NC	3	1
Students without Disabilities	11	2209	70493	85	99	100	487	531	517	18	4	7	45	17	24	27	68	62	9	12	8
Limited English Proficient Students	--	171	9355	--	93	95	--	455	456	--	39	37	--	48	48	--	13	15	--	NA	0
Migrant Students	--	11	682	--	100	96	--	475	480	--	18	23	--	55	37	--	27	39	--	NA	1
Economically Disadvantaged	NC	580	34922	NC	94	96	NC	492	493	NC	16	15	NC	36	34	NC	45	48	NC	3	3
Non-Economically Disadvantaged	13	1887	44123	100	98	99	489	537	527	38	3	6	31	14	18	23	69	66	8	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	17	2503	79657	100	98	99	515	584	566	24	2	3	18	4	8	59	92	87	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1244	39120	NC	99	99	NC	593	580	NC	1	2	NC	2	4	NC	94	92	NC	3	2
Male	12	1255	40423	100	97	98	520	575	553	17	3	5	25	5	12	58	90	83	NA	2	1
African American	NC	167	4290	NC	97	99	NC	578	560	NC	4	4	NC	5	9	NC	88	86	NC	4	1
Hispanic	NC	700	31642	NC	99	99	NC	560	552	NC	5	5	NC	8	11	NC	85	84	NC	1	0
Asian/Pacific Islander	--	132	1948	--	100	99	--	608	589	--	1	1	--	NA	3	--	93	91	--	6	4
American Indian/Alaskan Native	--	37	4760	--	97	97	--	574	547	--	5	5	--	3	14	--	89	81	--	3	0
White	NC	1462	36929	NC	98	99	NC	595	579	NC	0	2	NC	2	5	NC	96	91	NC	2	2
Students with Disabilities	NC	278	9069	NC	90	92	NC	543	508	NC	6	11	NC	17	30	NC	77	58	NC	0	1
Students without Disabilities	11	2225	70588	85	99	100	546	589	573	NA	2	2	9	2	5	91	94	91	NA	3	1
Limited English Proficient Students	--	180	9521	--	98	96	--	507	507	--	14	13	--	22	24	--	64	63	--	NA	0
Migrant Students	--	11	694	--	100	98	--	560	546	--	9	5	--	NA	12	--	91	82	--	NA	1
Economically Disadvantaged	NC	598	35341	NC	97	97	NC	559	551	NC	5	5	NC	9	12	NC	86	83	NC	1	0
Non-Economically Disadvantaged	14	1905	44316	100	99	100	509	592	578	29	1	2	21	2	5	50	94	90	NA	3	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	2290	78400	100	96	97	500	575	554	53	11	21	23	14	19	23	56	47	NA	19	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1120	38686	NC	96	98	NC	575	554	NC	9	20	NC	14	20	NC	59	49	NC	18	12
Male	22	1169	39636	100	95	96	486	575	554	64	13	23	23	14	18	14	53	46	NA	20	13
African American	NC	159	4193	NC	95	97	NC	555	533	NC	15	32	NC	19	23	NC	62	40	NC	4	5
Hispanic	18	690	30732	95	95	97	499	547	534	61	23	31	22	21	24	17	45	40	NA	10	5
Asian/Pacific Islander	--	116	1827	--	97	99	--	615	594	--	4	8	--	7	12	--	47	49	--	41	31
American Indian/Alaskan Native	--	29	4536	--	97	95	--	549	528	--	24	35	--	14	25	--	52	37	--	10	4
White	10	1296	37038	100	96	97	NA	589	575	NA	4	11	NA	10	14	NA	62	56	NA	24	19
Students with Disabilities	NC	193	7840	NC	73	81	NC	517	498	NC	35	60	NC	31	18	NC	32	20	NC	3	2
Students without Disabilities	21	2097	70560	84	98	99	515	579	560	48	9	17	19	13	19	33	58	50	NA	21	14
Limited English Proficient Students	NC	148	8956	NC	94	95	NC	506	502	NC	50	56	NC	27	25	NC	23	18	NC	NA	1
Migrant Students	NC	13	676	NC	93	95	NC	527	523	NC	38	38	NC	31	25	NC	31	36	NC	NA	1
Economically Disadvantaged	NC	538	33014	NC	93	95	NC	544	534	NC	23	31	NC	22	24	NC	47	40	NC	7	5
Non-Economically Disadvantaged	21	1752	45386	100	97	99	498	584	569	48	7	15	24	12	15	29	58	52	NA	23	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	2334	79179	100	97	98	468	533	519	32	7	11	47	21	27	21	65	58	NA	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1137	38974	NC	98	99	NC	540	524	NC	4	8	NC	18	25	NC	70	61	NC	9	5
Male	25	1195	40124	100	97	97	458	526	513	40	10	13	44	24	28	16	61	54	NA	5	4
African American	NC	162	4243	NC	97	98	NC	521	506	NC	7	14	NC	31	32	NC	59	51	NC	3	3
Hispanic	21	706	30987	100	98	98	466	504	498	33	17	17	52	32	36	14	49	45	NA	2	1
Asian/Pacific Islander	--	117	1832	--	98	99	--	557	543	--	1	4	--	9	17	--	78	69	--	12	10
American Indian/Alaskan Native	--	28	4573	--	93	96	--	519	494	--	NA	16	--	46	41	--	46	42	--	7	1
White	11	1321	37467	100	97	98	481	547	539	27	2	5	36	14	17	36	74	70	NA	10	8
Students with Disabilities	13	236	8567	NA	89	88	434	480	467	62	24	39	31	44	38	8	31	22	NA	1	1
Students without Disabilities	21	2098	70612	84	98	99	486	538	524	14	5	7	57	18	25	29	69	62	NA	8	5
Limited English Proficient Students	NC	150	9013	NC	96	95	NC	457	461	NC	47	40	NC	43	48	NC	11	12	NC	NA	0
Migrant Students	NC	14	680	NC	100	96	NC	479	487	NC	14	20	NC	57	43	NC	29	36	NC	NA	1
Economically Disadvantaged	NC	552	33345	NC	95	96	NC	500	499	NC	16	17	NC	34	36	NC	49	46	NC	1	1
Non-Economically Disadvantaged	25	1782	45834	100	98	99	466	543	533	40	4	7	36	17	19	24	70	67	NA	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	2366	79734	100	99	99	524	577	554	9	1	3	31	10	19	59	89	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1152	39243	NC	99	99	NC	589	568	NC	0	2	NC	5	12	NC	93	85	NC	1	1
Male	24	1213	40413	100	99	98	511	566	541	13	2	4	42	14	26	46	84	70	NA	1	0
African American	NC	166	4285	NC	99	99	NC	574	548	NC	1	3	NC	14	22	NC	84	74	NC	1	0
Hispanic	19	718	31254	100	99	99	520	555	539	5	3	5	37	18	25	58	79	70	NA	1	0
Asian/Pacific Islander	--	117	1837	--	98	99	--	600	579	--	NA	1	--	3	9	--	96	87	--	1	2
American Indian/Alaskan Native	--	30	4613	--	100	97	--	574	535	--	NA	4	--	13	29	--	87	67	--	NA	0
White	11	1335	37668	100	98	99	543	588	569	9	0	1	18	5	13	73	93	85	NA	1	1
Students with Disabilities	11	244	8943	NA	92	92	479	523	495	27	3	11	36	40	51	36	56	38	NA	1	1
Students without Disabilities	21	2122	70791	84	100	100	543	583	561	NA	1	2	29	6	15	71	92	83	NA	1	0
Limited English Proficient Students	--	155	9138	--	99	97	--	496	492	--	12	13	--	41	46	--	47	40	--	NA	NA
Migrant Students	NC	14	687	NC	100	97	NC	544	528	NC	NA	6	NC	29	28	NC	71	65	NC	NA	NA
Economically Disadvantaged	NC	566	33718	NC	97	97	NC	548	538	NC	3	5	NC	21	26	NC	76	69	NC	0	0
Non-Economically Disadvantaged	23	1800	46016	100	99	100	523	586	567	13	1	2	30	6	14	57	93	84	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	2115	71130	100	93	95	663	716	701	62	10	23	17	9	13	21	60	51	NA	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	1071	35465	100	94	96	648	717	702	83	10	21	11	9	13	6	61	53	NA	21	13
Male	34	1043	35648	100	92	94	670	714	701	50	11	24	21	10	12	29	60	50	NA	19	14
African American	NC	153	3868	NC	87	95	NC	704	686	NC	15	33	NC	14	17	NC	58	45	NC	12	6
Hispanic	16	516	25103	100	91	95	660	697	685	75	21	34	19	17	16	6	53	45	NA	9	5
Asian/Pacific Islander	--	114	1805	--	98	98	--	738	731	--	4	9	--	2	7	--	59	50	--	36	34
American Indian/Alaskan Native	NC	22	4241	NC	76	90	NC	681	679	NC	36	39	NC	14	19	NC	45	39	NC	5	3
White	26	1310	36075	100	95	95	663	723	715	62	6	12	12	6	9	27	64	58	NA	24	21
Students with Disabilities	NC	133	5862	NC	61	71	NC	665	658	NC	53	63	NC	17	15	NC	30	20	NC	1	2
Students without Disabilities	49	1982	65268	100	97	98	663	719	705	61	8	19	16	9	12	22	62	54	NA	21	15
Limited English Proficient Students	NC	92	4859	NC	87	93	NC	663	662	NC	61	64	NC	18	15	NC	18	20	NC	2	1
Migrant Students	--	10	786	--	91	95	--	NA	681	--	NA	38	--	NA	18	--	NA	41	--	NA	4
Economically Disadvantaged	NC	167	22957	NC	86	93	NC	694	685	NC	19	34	NC	19	17	NC	55	44	NC	7	5
Non-Economically Disadvantaged	46	1948	48173	100	94	96	661	718	709	65	10	17	17	8	11	17	61	55	NA	21	18

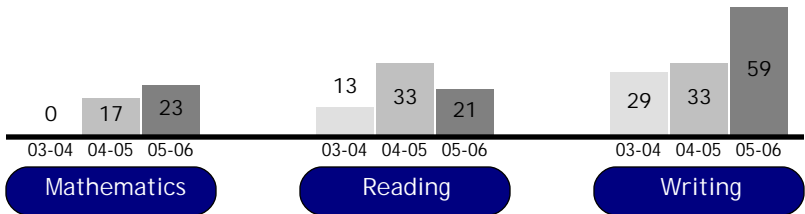
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	2185	73018	100	96	97	661	721	703	22	3	6	40	12	23	38	72	64	NA	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	1099	36181	100	96	97	657	724	708	13	2	4	69	12	21	19	71	65	NA	14	9
Male	39	1085	36816	100	96	96	662	717	699	26	4	7	28	12	24	46	73	62	NA	11	7
African American	NC	161	3976	NC	91	96	NC	707	689	NC	6	8	NC	15	29	NC	73	59	NC	7	3
Hispanic	19	546	25801	100	95	96	640	698	683	32	7	10	47	24	34	21	64	53	NA	5	3
Asian/Pacific Islander	--	116	1812	--	100	98	--	728	722	--	3	3	--	10	15	--	70	66	--	17	16
American Indian/Alaskan Native	NC	24	4389	NC	77	93	NC	693	675	NC	8	9	NC	13	42	NC	75	47	NC	4	1
White	27	1337	37024	100	97	97	671	731	721	19	1	2	41	8	12	41	76	73	NA	16	13
Students with Disabilities	NC	180	7170	NC	81	85	NC	663	654	NC	19	23	NC	44	47	NC	36	29	NC	1	1
Students without Disabilities	52	2005	65848	100	98	98	661	725	708	19	1	4	40	10	20	40	76	67	NA	13	9
Limited English Proficient Students	NC	101	5099	NC	94	95	NC	642	641	NC	25	29	NC	63	59	NC	12	12	NC	NA	0
Migrant Students	NC	11	817	NC	100	96	NC	667	667	NC	9	15	NC	45	44	NC	45	39	NC	NA	1
Economically Disadvantaged	NC	183	23912	NC	92	94	NC	691	681	NC	8	10	NC	26	36	NC	64	52	NC	2	2
Non-Economically Disadvantaged	47	2002	49106	100	96	98	656	723	714	26	2	4	43	11	16	32	73	69	NA	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	2186	72810	100	96	96	649	699	685	15	4	6	56	21	30	29	63	58	NA	11	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	1105	36111	100	97	97	652	710	695	20	2	4	47	16	23	33	66	65	NA	16	8
Male	40	1080	36678	100	95	95	648	688	674	13	6	9	60	26	36	28	61	52	NA	7	3
African American	NC	160	3962	NC	90	96	NC	691	675	NC	5	8	NC	27	33	NC	60	55	NC	8	3
Hispanic	19	551	25735	100	96	96	641	677	669	11	9	10	74	34	41	16	51	48	NA	5	2
Asian/Pacific Islander	--	115	1809	--	99	97	--	707	704	--	3	4	--	17	19	--	67	65	--	13	13
American Indian/Alaskan Native	NC	23	4370	NC	74	92	NC	678	670	NC	NA	9	NC	35	39	NC	61	50	NC	4	2
White	27	1336	36915	100	97	97	653	708	697	22	2	3	41	15	21	37	69	67	NA	14	8
Students with Disabilities	NC	178	7071	NC	81	84	NC	646	634	NC	24	24	NC	46	53	NC	29	21	NC	1	1
Students without Disabilities	52	2008	65739	100	98	98	649	703	689	12	2	4	58	19	27	31	66	62	NA	12	6
Limited English Proficient Students	NC	104	5046	NC	97	94	NC	614	621	NC	38	31	NC	54	56	NC	8	12	NC	NA	0
Migrant Students	NC	10	812	NC	91	96	NC	NA	654	NC	NA	15	NC	NA	51	NC	NA	34	NC	NA	0
Economically Disadvantaged	NC	184	23814	NC	92	94	NC	667	667	NC	13	10	NC	38	41	NC	47	47	NC	3	2
Non-Economically Disadvantaged	47	2002	48996	100	96	97	644	702	693	17	3	4	57	20	24	26	65	64	NA	12	7

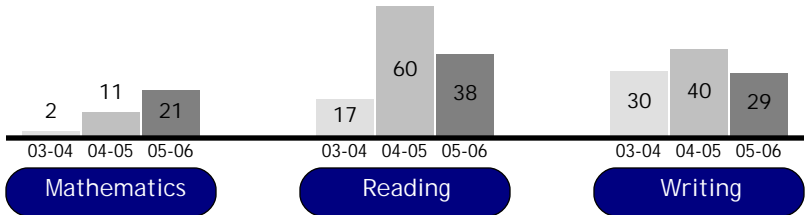
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	29	NA	54	100	46	57	50	100	18	63	54
	Language	100	32	67	58	100	38	59	52	100	27	67	58
	Mathematics	100	NA	65	62	100	33	55	50	100	24	67	54
8	Reading	100	24	NA	55	100	41	57	51	100	30	67	58
	Language	100	16	60	52	100	34	56	50	100	61	63	56
	Mathematics	100	17	62	61	100	35	59	53	96	12	67	58
9	Reading	100	15	NA	42	100	31	58	51	100	28	59	52
	Language	100	11	51	42	100	31	56	50	100	28	58	50
	Mathematics	100	28	70	63	100	31	57	50	100	27	59	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	9.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	0	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	27%

Resources Available at School Site

Special Facilities

- Ü 45-station Integrated Learning System
- Ü Library

Extracurricular Activities

- Ü Hope/Quest Student Council

Social Services

- Ü Child Care for District Employees
- Ü Home Instruction Program for Preschooler
- Ü Family Literacy/Adult ESOL
- Ü District ELL Testing and Monitoring Prg.

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Forty-seven percent of Kindersteps students (students who missed the regular kindergarten entry date of 8/31 but were five-years-old by 12/31) met criteria to advance to first grade.
- ü 87 seventh and eighth grade students were served in the Chandler Hope program this year. During the school year 11 students transitioned back to their home school and 41 students were promoted to the next grade level.
- ü 319 students were served in Quest 9 and Quest Academy. Students completed 783 courses and 33 students graduated either with their home High School or with Blueprint Education. In addition, 27 students returned to their home school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	88	95	94	95
Promotion Rate ⁵	20	89	88	73
Graduation Rate ⁶	8	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Each program operates under a strict code of conduct. Violations are dealt with immediately, appropriately and consistently. Pathways Learning Center Security routinely patrols the campus. An Emergency Crisis plan is in effect, with drills conducted routinely.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Connie Draper	(480) 812-7240
Community Resources	Susan Horan	(480) 812-7117
School Nutrition Programs	Cathy Brown	(480) 812-7276
Parent Organization		
Student Health/Nurse	June Winkler	(480) 812-7946

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.